

# DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

**EDBE 4470 SYLLABUS SPRING 2021**

**January 11 to May 1 (Remote Learning)**

**(Subject to modification)**

# COURSE NUMBER/SECTION: EDBE 4470, Sections 001 and 501

**COURSE TITLE:** Curriculum and Assessment for Bilingual & ESL Classrooms

**II. INSTRUCTOR:** Elba E. Barahona, PhD

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1. **OFFICE HOURS**: Tuesdays & Wednesday from 2:30 to 5:30 pm. Also available on Zoom by appointment

1. **COURSE STRUCTURE:**

This semester we will accomplish the goals of this course through remote instruction using online tools. This class will have synchronous meetings to participate online in shared learning experiences, discussions, and assessments. The following is the schedule for Zoom meetings:

|  |  |
| --- | --- |
|  | Section 501  Tuesday from 9:30 – 10:50 PM. |
| January 13, 20, 27 | January 12, 19, 26 |
| February 3, 10, 17, 24 | February 2, 9, 16, 23 |
| March 3, 10, 24, 31 | March 2, 9, 23, 30 |
| April 7, 14, 21 | April 6, 13, 20 |

# V. TEXTS AND RESOURCES

Gottlieb, M. (2016). *Assessing English language learners: Bridges to Educational equity.* Thousand Oaks, CA: Corwin.

Herrera, S. G., Murry, K. G., & Cabral, R. M. (2020). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students.* (Third Edition). *Boston,* MA: Pearson Education.

**Resources:**

Texas Education Agency (2020) Bilingual and English as a Second Language Education Programs

<https://tea.texas.gov/academics/special-student-populations/Bilingual-and-English-as-a-Second-Language-Education-Programs>

Texas Education Agency (2020). Accommodations for English learners

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

Texas Education Agency (2020). Language Proficiency Assessment Committee Resources

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources>

Texas Education Agency (2020) English Learner Program Implementation Resources

<https://tea.texas.gov/academics/special-student-populations/english-learner-support/english-learner-program-implementation-resources>

TEA ESL Supplemental Preparation Manual <https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf>

Language Assessment System Links Texas

<https://laslinks.com/texas/>

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/update-on-the-single-statewide-assessment-for-identification-of-english-learners-effective-2019-2020-school-year>

Texas English Language Proficiency Assessment (TELPAS)

<https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>

The State of Texas Assessments of Academic Readiness (STAAR)

<https://tea.texas.gov/student-assessment/testing/staar/staar-resources>

Texas Education Code (TEC), Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Learners.

<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>

Texas Education Code (TEC), Chapter 74.4 English Language Proficiency Standards

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

UNT Library

<https://library.unt.edu/>

**Course in Canvas:**

Course materials (i.e. PowerPoint slides, syllabus, etc.) will be available in Canvas. You are expected to check frequently messages, announcements, assignments, and assessments posted by your instructor.

1. **CATALOG COURSE DESCRIPTION:** Examination of the organization of

curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

1. **PURPOSE AND RATIONALE:** This course is intended to prepare teacher candidates as effective professionals serving ELL students from early childhood to grade 8. The contents of this course will provide the methodology for assessing ELL students in today’s schools. The overall assessment techniques will help teacher candidates improve their understanding of how to measure academic and language progress. The overall instructional plan is designed to help students develop knowledge, skills, critical thinking, reflection, and self-assessment.

**VIII. SUMMARY OF REQUIRED ASSIGNMENTS & ASSESSMENTS**

This schedule is subject to minor modifications as the course develops.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Due Date** |
| Attendance and Participation (14 Zoom meetings) | 140 | Ongoing |
| Canvas Discussion 1: Introduction | 30 | Jan.22 |
| Canvas Discussion 2: Assessment of English learners | 30 | Feb.05 |
| Content and Language Assessments for English Learners | 70 | Feb.19 |
| Accommodations for English learners  Part I: Critical Article Review  Part II: Designing accommodations for English learners | 100 | Mar. 05 |
| Mid-term Exam | 150 | Sec. 001:  Wed. Mar.17 5:30 PM  Sec.501:  Tue. Mar. 16  9:30 AM |
| Demonstration of Authentic Assessments | 80 | Mar. 26 |
| Canvas Discussion 3: Theories of language acquisition | 50 | April 9 |
| Key Assignment: Curriculum and Assessments for English Learners | 150 | April 16 |
| Final Exam  This exam will be available online from 10:00 AM to 2:00 PM. After you open the exam, you will have 120 minutes to complete it. | 200 | Sec. 001:  Wed. April 28 5:30 PM  Sec.501:  Tue. April 27  9:30 AM |
| **Total** | **1000** |  |

1. **EVALUATION AND GRADING: The evaluation criteria for this course is:**

|  |  |
| --- | --- |
| 900 – 1000 = A |  |
| 800 – 899 = B |  |
| 700 – 799 = C |  |
| 600 – 699 = D |  |
| Below 600 = F |  |

1. **Participation in Zoom meetings, online discussions, cooperative groups and interactive online activities.**

It is expected that students make meaningful intellectual contributions to the class by sharing ideas with the learning community, asking relevant questions, providing feedback to the ideas of others, collaborating in group discussions and projects, bringing to the class relevant research information such as journal articles, webpages about the topics addressed in the course, and making further readings on a course topic.

During this semester, we will have several Zoom meetings. During these sessions, the instructor will provide support to the content, assignments, and assessments. Also, students will have multiples opportunities to participate in cooperative teams to review the material of the class, ask questions, and share information about key topics in this class. Your will gain 10 points every time you attend a Zoom meeting and participate in cooperative teams.

1. **LATE WORK POLICY**

Assignments turned in after the due date will be deducted 10 percent each day the assignment is late (i.e. one day late = 10% reduction; two days late = 20% reduction; three days = 30% reduction). No assignments will be accepted if submitted after three days of the due date. If you become sick an excuse, such as a doctor’s note will be required before I accept an assignment. Other circumstances such as death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

**Make up work** will be allowed only for students who have excused absences.

**All assignments and assessments are due on the day designated in the course agenda.** "Late" is not the same as an "extension." Late work will not be accepted. Extensions may be granted, through negotiation and discussion of individual situations, **BEFORE** the work is due. Send me an email or ask for an appointment through Zoom to talk about your particular situation. In the case of illness, an excuse, such as a doctor’s note, will be required for work to be accepted “late” (no more than two days after the due date).

**Extra Credit**

You may gain extra point by attending the following events:

1) Bilingual and ESL Supplemental exam review sessions: 15 points for each three-hour session.

2) Conferences that focus on bilingual/ESL education, 30 extra points for each conference. Please submit the attendance certificate as an attachment to your email.

1. **COMMUNICATION**

Please review regularly the following sources of communication:

1. Announcements posted on Canvas
2. Messages sent through Canvas
3. UNT email
4. Zoom meetings are an excellent way of communication between instructors and students and between students in the class.

**XIII. DESCRIPTION OF COURSE ACTIVITIES, ASSIGNMENTS AND ASSESSMENTS:**

|  |  |
| --- | --- |
| **Dates** | **Classroom Activities and Assignments** |
| **Jan. 11-17** | **Learning Objectives:**  Students will gain and apply knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused targeted and systematic second language acquisition for ELL students (ESL, D2, C005, F)  **This week’s activities and assignments:**  Watch the video about Assessment of English Learners at:  <https://www.youtube.com/watch?v=ysDDfG-enCc>  After watching this video, answer the questions posted on the “Discussions” section.  **Discussion 1 – Introduction (Due: Jan.22)**  Please introduce yourself and briefly describe your interests, and current job, experiences with EL students. Post your photo.  **Discussion 2 – Assessment of English Learners (Due: Feb.05)**  Select one of the following questions and post your answer. Then, briefly comment the answers of at least two classmates.   1. How would you define the term assessment for English learners? 2. According to Dr. Pierce, why language differences make teaching ELs challenging? 3. According to Dr. Pierce, why cultural differences make teaching ELs challenging? 4. According to Dr. Pierce, why previous education experiences make teaching ELs challenging? 5. What is the impact of a strong native language literacy in second language acquisition of literacy in a second language? 6. What are some of the ideas that Dr. Pierce offers to assess ELs? 7. Why is it important for you as a teacher or future teacher to know about how to assess ELs?   **Formal Assessment:**  Canvas Discussions 1 & 2 |
| **Jan.18-24** | **Objectives:**  Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors (ESL, D2, C005, G).  **This week’s activities and assignments:**  Review **Gottlieb Chapter 1**: Assessment of Language Learners  Review **Herrera Chapter 1**: Classroom Assessment Amidst Cultural and Linguistic Diversity  **Formal Assessment**:  Midterm Exam |
| **Jan 25-31** | **Objectives:**  Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (ESL, D2, C007, A).  Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations (ESL, D2, C007, B).  **This week’s activities and assignments:**  Review **Herrera Chapter 2**: Authentic Assessment  **Formal Assessment**:  Midterm Exam  Students will develop authentic assessments that integrate content and language standards. |
| **Feb.1-7** | **Objectives:**  The purpose of the lesson is to analyze standardized tests commonly used in ESL and bilingual programs in Texas and to know how to interpret their results (**ESL, D2, C007, C).**  Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy **(SoTR, D1, C1, A)**.  Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments **(SoTR, D1, C2, A)**.  Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties **(SoTR, D1, C2, E)**.  **Assessment and Evaluation (TESOL Assessment Standard 4.a):** Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.  Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners (**(SoTR, D II, C3, J).**  **This week’s activities and assignments:**  Review **Gottlieb Chapter 2**: Assessment of Academic Language Through Standards  Review **Gottlieb Chapter 3:** Assessment of the Language of the Content Areas: The Bridge to Academic Equity  Review standardized tests commonly used in Texas for ESL and bilingual students **including TELPAS, STAAR, and LAS.**  Student will explain the procedures to ensure the validity and reliability of the LAS and TELPAS tests.  **Formal Assessment:**  **Content and Language Assessments for English Learners (Due: Feb.19)**  **Key Assignment (Due: April 16)** |
| **Feb.8-14** | **Objective:**  Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals **(ESL, D2, C007, F)**.  **This week’s activities and assignments:**  Review **Herrera** **Chapter 3:** *Preinstructional Assessment: Re- Envisioning What Is Possible.*  **Formal Assessment:**  **Key Assignment (Due: April 16)** |
| **Feb.15-21** | **Objective:**  The purpose of the assignment is to practice how to use ongoing assessments to plan and adjust instruction that addresses individual students’ needs and enables ESL students to achieve learning goals **(ESL, D2, C007, F).**  Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning (**SoTR, Di, C1, K**).  Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Response to Intervention [RtI]), including basic components of these models (e.g., using research-based interventions, progress monitoring, shared responsibility and decision making) (**SoTR, Di, C1, M**).  **This week’s activities and assignments:**  Review **Herrera** **Chapter 7:** *Data-Driven Problem-Solving Processes*  Review **Herrera** **Chapter 8:** *Special Education Issues in the Assessment of CLD Students*  **Formal Assessment:**  **Assignment: Accommodations and Modifications on Lesson Assignment (Due March 5)**  This assignment includes two parts.  Part I: Critical article review (50 points)  Willner, L.S. & Mokhtari, K. (2018). Improving meaningful use of accommodations by multilingual learners. *The Reading Teacher*.  Part II: Accommodations provided to ELs in Texas (50 points)   * Students will review the TEA approved accommodations for English learners in the following website <http://tea.texas.gov/student.assessment/accommodations/> * Students will analyze and explain how they could apply the accessibility features and locally-approved designated support to classroom instruction and assessments of ELs.   More details about this assignment will be posted on Canvas. |
| **Feb.22-28** | **Learning Objectives:**  The purpose of the assignment below is to become familiar with the state mandated Limited English Proficiency (LEP) policies, including the role of the LPAC and the ARD committees and the procedures for implementing LPAC/ARD recommendations for LEP student identification, placement and exit (**ESL, D2, C007, D).**  Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom **(ESL, D2, C007, E).**  .**This week’s activities and assignments:**  Review and analyze the LPAC and the ARD committees and the procedures for implementing LPAC/ARD recommendations for LEP student identification, placement, and exit.  Sources: Texas Education Code, Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Language Learners: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>  Language Proficiency Assessment Committee Framework Manual: <http://programs.esc20.net/users/files/LPAC/2016-2017/Framework/01LPAC_Framework_Manual_Accessible_2016-2017.pdf>  **Formal Evaluation**: Midterm Exam |
| Sec. 001:  Wed. April 28 5:30 PM  Sec.501:  Tue. April 27  9:30 AM | **Midterm Exam: 150 points**  Gottlieb Chapters 1, 2, 3; Herrera Chapters 1, 2, 5, 6, 7, and 8.  TEA approved assessments, LPAC and ARD Committees, accommodations for English learners and topics covered in class from the first to tenth week of class) |
| **Mar. 1-7** | **Learning Objectives:**  The ESL teacher understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, and pragmatics) and uses this understanding to facilitate student learning in the ESL classroom (**ESL, D1, C001, A).**  The ESL teacher knows the functions and registers of language in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English language proficiency (**ESL, D1, C001, B).**  Knows the structure of the English language and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English according with the ELPS (**ESL, D1, C001, D).**  **This week’s activities and assignments:**  Review **Herrera** **Chapter 5:** *Assessment of Language Proficiency*  Review the first part of this chapter:   1. Rationale for assessing primary language proficiency 2. Key elements of language acquisition and proficiency including: Syntax, Phonology, Morphology, Semantics, and Pragmatics   Review the TExES English as a Second Language (ESL) Supplemental Preparation Manual (pages 52-61)   1. Basic concepts of language systems including the definitions, examples, and applications of phonology, semantics, and discourse. 2. Definitions and examples of functions of the language including: frozen/static, formal, consultative, casual, intimate 3. Formal and informal language register 4. Definition, examples, and application of Basic Interpersonal Communication Skills (BICS) 5. Definition, examples, and application of Cognitive Academic Language Proficiency (CALP) 6. Instructional implications of BICS and CALP   **Formal Evaluation**: Final Exam |
| **Mar.8-14** | **Learning Objectives:**  Students will know basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (**ESL, D2, C007, A**.)  Students apply knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations (**ESL D2, C007, B)** and to know the types of formal and informal literacy assessments in L1 (**Bili, D1, C003, B).**  Students will know how to promote biliteracy by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2 (**Bili, D1, C003, G**.)  Students will know how to assess bilingual students’ development of cognitive-academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas (**Bili, D4, C004, A**.)  Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains (**ESL, DII, C005, A)**.  Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR (Kindergarten through Grade 5), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs **(SoTR D1, C2, A).**  **This week’s activities and assignments:**  Review **Herrera** **Chapter 5:** *Assessment of Language Proficiency*  Review **Herrera Chapter 6:** *Assessment of Content Area Learning*  Students will demonstrate two authentic assessments, one for content and one for language. Students will prepare a PowerPoint presentation with the description of the essential components of these assessments. The demonstration should include:   1. Introduction 2. Texas Essential Knowledge and Skills (TEKS) for the subject (e.g. Math) 3. English Language Proficiency Standards (ELPS) 4. Content Objective 5. Language Objective 6. Purpose of the Assessment 7. Description of the Assessment 8. Materials 9. Rubric 10. Personal Reflection   Formal Assessment:  Demonstration of Two Authentic Assessments (100 points)  Deadline: March 26 |
| **Mar.15-21** | **Objectives:**  Students will understand the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English language proficiency **(ESL DI, C001, C).**  Students will understand the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS **(ESL DI, C004, D).**  Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English **(ESL D2, C005, B)**.  Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy (**SoTR DI, C1, A)**.  Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society (**SoTR DI, C2, D)**.  **This week’s activities and assignments:**  Review **Gottlieb Chapter 4** *Assessment of Oral Language and Literacy Development: The Bridge to Linguistic Equity.*  **Formal Assessment:**  **Key Assignment (Due Date: April 16)**  **Final Exam** |
| **Mar.22-28** | **Objectives:**  Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals **(ESL DII, C007, F).**  **This week’s activities and assignments:**  Review **Gottlieb Chapter 5** *Assessment as Learning*  **Formal Assessment:**  **Key Assignment (Due Date: April 16)**  **Final Exam** |
| **Mar.29-April 4** | **Objectives:**  Demonstrate knowledge of basic concepts related to second-language acquisition **(SoTR, D II, C3, I).**  Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals **(ESL DII, C007, F).**  **This week’s activities and assignments:**  Review **Gottlieb Chapter 6** *Assessment for Learning*  **Formal Assessment:**  **Discussion: Second-language acquisition theories (Due Date: April 9)**  **Final Exam** |
| **Apr.5-11** | Student will understand relationships among state mandated standards, instruction, and assessment in the ESL classroom (**ESL DII, C007, E)**  Students will understand the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English language proficiency **(ESL DI, C001, C).**  Students will understand the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS **(ESL DI, C004, D).**.  **TESOL Standard 4.a**. Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.  TESOL Standard 4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments sca ffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.  TESOL Standard 4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.  TESOL Standard 4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.  **This week’s activities and assignments:**  Students will select one of the scenarios provided by the instructor and complete the key assignment. Detailed instructions will be posted on Canvas under the *Assignments* section.  **Formal Assessment: Key Assignment (Due: April 16)** |
| **Apr.12-18** | **Learning Objectives:**  Knows how to provide appropriate feedback in response to students’ developing English-language skills **(ESL DII, C004, G)**  Demonstrate knowledge of strategies for using the results of assessments (e.g., informal reading inventories [IRIs], interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts. (**SoTR DI, C2, H)**.  Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to young students that encourages, supports, and motivates their continued growth in reading. (**SoTR DI, C2, I)**.  Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student (**SoTR DIV, C13, A)**.  Review **Gottlieb Chapter 8:** Assessment Results: Feedback, Standards-Referenced Grading, and Reporting: The Bridge to Sustained Educational Equity.  Review the study guide for the final exam.  **Discussion:**  Share with your classmates three key contributions of this course to your future job as an ESL or bilingual teacher.  Formal Evaluation: Final Exam |
| **April 27 (Sec.501)**  **April 28**  **(Sec.001)** | **Final exam – All chapters and topics covered in class during this semester.**  Sec.501:  Tue. April 27  9:30 AM  Sec. 001:  Wed. April 28 5:30 PM |

1. **COMPETENCY-BASED COURSE OBJECTIVES:**

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| --- | --- | --- |
| **Domains** | **Competencies** | **Sub-competencies** |
| ESL Domain I: Language Concepts and Language Acquisition | **Competency 001**  The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. | A. Understands the nature of language and basic concepts of language systems and uses this understanding to facilitate student learning in the ESL classroom. |
| B. Knows the functions and registers of language in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English language proficiency. |
| C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English language proficiency. |
| D. Knows the structure of the English language and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English according with the ELPS. |
| ESL Domain II: ESL Instruction and Assessment | **Competency 004**  The ESL teacher understands how to promote students' communicative language development in English. | D. Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS. |
| F. Applies knowledge of individual differences to select focused, targeted and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening and/or speaking in accordance with the ELPS. |
| G. Knows how to provide appropriate feedback in response to students’ developing English-language skills. |
| **Competency 005**  The ESL teacher understands how to promote students' literacy development in English. | A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains. |
| B. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English. |
| F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS. |
| G. Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors. |
| **Competency 007**  The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction. | A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program. |
| B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations. |
| C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results. |
| D. Knows state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP identification, placement and exit. |
| E. Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom. |
| F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals. |
| Bilingual Domain I:  Bilingual Education | **Competency 003**  The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy. | B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1. |
| G. Knows how to promote students’ biliteracy by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2. |
| **Competency 004**  The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum. | A. Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas. |

TESOL STANDARDS

STANDARD 4: ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs’ families.

4a Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

**NEW EDUCATOR STANDARDS:** The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL and Bilingual standards, competencies and sub-competencies, and with Standard 4 Assessment of the professional organization Teachers of English for Speakers of Other Languages (TESOL).

**SCIENCE OF TEACHING READING**

**Domain I**

**Competency 1:** (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

1. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
2. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.
3. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Response to Intervention [RtI]), including basic components of these models (e.g., using research-based interventions, progress monitoring, shared responsibility and decision making).

**Competency 2:** (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

1. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR (Kindergarten through Grade 5), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.

B. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments.

D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.

E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

H. Demonstrate knowledge of strategies for using the results of assessments (e.g., informal reading inventories [IRIs], interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.

I. Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to young students that encourages, supports, and motivates their continued growth in reading.

**Domain II**

**Competency 3:** (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).

J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.

**Domain IV**

**Competency 13:** (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

1. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.



**XV. UNT COLLEGE OF EDUCATION MISSION AND VISION**

**MISSION**

Developing professionals who help others reach their full potential through powerful learning, social emotional wellness, physical health, and civic engagement.

**VISION**

The Metroplex, Texas, the United States, and the world will pursue increasing numbers of our graduates as informed and thoughtful practitioners.

The people our students serve will become personally committed to the processes in which our students engage them, and client/student outcomes will inspire those who know them.

The work of those practitioners, and the policies needed to support them, will be understood by the general public and by policy makers.

Our faculty research will be influential and useful to both practitioners and other researchers in their areas of inquiry; our researchers will be widely recognized for their expertise.

The College of Education will be recognized for its excellence – in rankings and in the quality of students and faculty who seek to join us.

The College of Education will be sought out for advice and partnership, across the university, and by international and community organizations.

**XVI. Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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**NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.**